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THE MIAMI BULLETIN

SERIES VI. DECEMBER, 1907. NUMBER 8

SUMMER TERM

Miami University

June 23--July 31

1908

OXFORD, OHIO

REGISTRATION, MONDAY, JUNE 22

CLASSES BEGIN TUESDAY, JUNE 23

PUBLISHED MONTHLY BY MIAMI UNIVERSITY

And Entered at Postoffice, Oxford, Ohio, as Second Class Mail Matter

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FREDA BACHMAN, A. B.,
Assistant in Botany.

CLASSIFICATION OF COURSES

I. Courses for Elementary Teachers, Grades I to IV.

Training 10 26
Training 11 27
Training n 27
Education 11c 12
Teaching of Elementary Mathematics 11. 22
Nature Study 11 24
Elementary Agriculture 11 24
History 11 19
Fine Arts 11 11
English 12a 14
Music 23
Public Speaking 11 25
Literature n1 14
Literature n2 15

II. Courses for Elementary Teachers, Grades V, VI, VII, VIII.

Education 11c 12
General Method 11 15
Education 11c 12
General Method n 16
Teaching of Elementary Mathematics 11a 22
Geography 12 16
Geography 13 16
Geography 14 16
Physics 12 24
Physiology n 24
Music 23
Nature Study 11 24
Elementary Agriculture 11 24
Manual Training 12 21
Manual Training 14 21
Manual Training 16 21
Manual Training 17 21
Manual Training 19 21
Manual Training 21 21
English 12a 14
History 12 19
History 13 19
School Administration 12 25
Public Speaking 11 25
Literature n1 14
Literature n2 15

III. Courses for Secondary Teachers and Collegiate Students.

English 1b 13
English 4 13
English 6 13
English 7 14
English 8 14
Botany 3 10
Botany 4 10
Drawing 21 12
Chemistry 1a 10
Chemistry 1b 10
Chemistry 3 11
Economics and Sociology 1a and 1c 12

Economics and Sociology 2 12
Education 12a 13
Education 13c 13
Geography 14 16
School Administration 12 25
French 1 15
Spanish 1 25
German 1 17
German 2 17
German 10 18
German 11 18
History 1 18
History 3 18
History 13 19
Latin 1 20
Latin 12 20
Latin a1 20
Latin b1 20
Latin c1 20
Latin d1 20
Latin a2 20
Latin b2 20
Latin c2 20
Latin d2 20
Public Speaking 1a 25
Mathematics 1a 22
Mathematics 1b 22
Mathematics 1c 22
Manual Training 12 21
Manual Training 17 21
Manual Training 19 21
Geography 13d 16
Physics a1 24
Physics a2 24

IV. Teachers' Review and Preparatory Courses.

Literature n1 14
Literature n2 15
History n1 19
History n2 19
English n1 14
English n2 14
Psychology 11c 30
Mathematics a1 23
Mathematics n1 23
Mathematics n2 23
Mathematics a2 23
Mathematics b1 23
Mathematics b2 23
Mathematics b3 23
Mathematics c1 23
Geography n 29
Education n 29
General Method n 16

GENERAL STATEMENT

The Sixth Summer School of Miami University will open Tuesday, June 23, 1908, and continue six weeks, closing Friday, July 31. **Teachers will register on Monday, classes will begin on Tuesday.** We again invite the attention of the teachers of Ohio to the greatly increased facilities for thorough preparation for the highest requirements of teaching. Professional and academical courses have been increased in number. Intensified work is provided for in French, Latin, Mathematics, German, Chemistry, Spanish and Manual Training, in which students may pursue a single course, devoting their entire time to that course.

All classes recite five times a week unless otherwise stated in the description of the course.

COURSES

One Hundred and Twenty professional and academic classes will be organized. All collegiate work will be credited toward the **baccalaureate degree** or the **State Normal Diploma.**

OXFORD

Oxford is especially adapted for a summer school. It has an altitude of nearly 1,000 feet; its streets are wide and well shaded; it has fine drinking water, the famous Talawanda water; it is cleanly, has no saloons and is free from immoral influences of cities. The long and splendid careers of the Western College for Women, Oxford College, and Miami University have made the social and intellectual life ideal for young people.

Oxford is easily accessible from all parts of Ohio, eastern Indiana and northern Kentucky. Oxford has ten daily trains, making good connections with railroads and traction lines at Dayton, Hamilton and Cincinnati.

EXPENSES

Free tuition; registration fee of $3.00.

Women's Dormitory.—Hepburn Hall will accommodate 100 ladies. It is the most modern and complete dormitory in Ohio, furnished with bath rooms, electric lights, steam heat, and all modern appointments. A dining hall is maintained in the Dormitory. All the rooms are well ventilated and lighted, and each has a beautiful outlook upon the campus and surrounding scenery. South

cottage, Hamilton cottage, Cameron cottage, and Wiseman cottage with accommodations for sixty ladies have been provided in addition to Hepburn Hall. Room and board in the Hall and in the cottages $3.00 per week. Rooms should be engaged early.

Rooms in town 75c to $1.00 per week. Rooms in Men's Dormitory $5.00 per term where two occupy one room. These rooms are newly furnished. Students rooming in dormitories and cottages must supply themselves with sheets, pillow cases and towels. The dormitories have all modern conveniences.

Board at University Inn $2.00 per week, under Hepburn Hall management.

Board in Clubs $2.50 per week.

Total expense for the term $19.50 to $24.00.

FACULTIES

The regular professors of the Liberal Arts College and of the Ohio State Normal College are the instructors for the Summer School. Forty-four professors and instructors will constitute the corps for the 1908 Summer School.

Believing that the teacher makes the school, the policy of the Miami Summer Term is that of employing professors of known scholarship and successful experience.

ADMISSION

No examination is required for admission to the Summer Term, but students are cautioned against entering courses for which they are not prepared. **Send to Dean Minnich for a daily schedule.**

SIZE OF CLASSES

Sections are made where a large number of students register in a course so that classes are never too large for efficient instruction. Forty is considered a maximum number for a class.

CREDITS

All courses marked with exponential figures give credit upon the A. B. Degree in the Liberal Arts College and the State Normal Diploma in the Ohio State Normal College. It requires 180 credit hours for the A. B. degree, and 108 for the Normal Diploma. In the description of each course will be found the number of credit hours awarded for its completion; 10 hours is the maximum for which a student may enter in a Summer Term.

TRAINING AND METHOD CLASSES

Twelve Training and Method Classes have been arranged for the 1908 Summer Term. Courses are differentiated so as to meet the needs of every teacher.

1. Grades I and II of Graded Schools, 3 classes.
2. Grades III and IV of Graded Schools, 2 classes.
3. Intensive course for Grades I, II, III, and IV. Two recitations a day for those desiring to do a year's work in Training for the lower grades.
4. Grades V to VIII. General Method.
5. Grades V to VIII. Special Method, 3 courses.
6. Grades I to IV in Township Schools.
7. Grades V to VII in Township Schools.

SUPERINTENDENTS' AND PRINCIPALS' CONFERENCES

The usual week of conferences for superintendents and principals will be held. Detailed announcements concerning dates, topics and leaders will be issued later.

SPECIAL LECTURES

The largest number of eminent educators ever presented at our Summer Schools will address the Summer School of 1908. The complete list of speakers will be announced later.

EXCURSIONS

The annual excursion to Cincinnati will occur on the third Saturday of the term. This excursion will be under a competent director, and will visit the Carey Sisters' Homestead, the Art Museum, Zoological Garden, Rookwood Pottery, one of the large printing presses of the Daily Newspaper, in operation and other points of use and interest to the teachers.

At the close of the term an excursion will be given to Mammoth Cave, Kentucky, under the personal direction of a special conductor of the Louisville & Nashville R. R. Company. The expense of the excursion to Mammoth Cave will be $11.25 from Cincinnati. This defrays all expenses of the trip; board, lodging, guide fees at the Cave. The excursion usually leaves Oxford at 6:55 on Thursday evening, returning to Cincinnati on Saturday afternoon.

Regular registration day, Monday, June 22.
Students may register on Saturday, June 20, 2 to 5 P. M.
Classes begin on Tuesday, June 23.

COURSES OF INSTRUCTION.

Unless otherwise stated, the classes meet for five recitations a week.

BOTANY

PROFESSOR FINK

MISS BACHMAN, MR. STOVER, ASSISTANTS

3. Morphology of lower Plants.

A beginning course in Botany, covering in two summer terms the work of Botany 1 in college, and giving teachers as good a foundation as can be furnished in the time. The lower plants will be studied during the summer of 1908 and the higher during the summer of 1909, Five classroom periods and nine hours in the laboratory or in the field each week. 4 hours credit.

4. Systematic Botany.

Designed for advanced students who may wish to carry on studies of the local flora. The group of plants for study may be selected through consultation with the instructor, and the credit given will be proportional to the results accomplished.

CHEMISTRY

PROFESSOR HUGHES

1a. General Chemistry. The Non-Metals.

Text, McPherson & Henderson's Inorganic Chemistry and McPherson's Laboratory Manual.

Open to students who have had no chemistry. Five hours recitation and four three-hour laboratory periods. Laboratory fee $2.00. 4½ hours credit.

1b. General Chemistry. The Metals.

Text, McPherson & Henderson's Inorganic Chemistry and McPherson's Laboratory Manual.

Students who have had a good High School course in chemistry and students who have had the chemistry of the non-metals can enter this class, June 23, and, taking up the study of the metals, can complete the course in General Chemistry by the end of the Summer Term. Five hours recitation and four three-hour laboratory periods. Laboratory fee $2.00. 4½ hours credit.

Students in the above courses will be required to make a deposit of $2.50 to cover breakage of apparatus.

3. Qualitative Analysis.

Separation and identification of the bases and acids, and the analysis of unknown mixtures, minerals and commercial products.

Open to students who have completed Chemistry 1. Two lectures and recitations and forty hours laboratory work a week. 8 hours credit. Laboratory fee $8.00.

Students in Chemistry 3 will be required to make a deposit of $5.00 to cover breakage.

DRAWING

MISS ROBINSON, MISS CONE

11 1. Blackboard Drawing.

The purpose of this course is to promote the use of the black board in connection with the school work. It will include the principles of perspective, pose drawing and chalk modeling.
1 hour credit.

11 3. Applied Art.

This course covers the different phases of art taken up in the Public School.

The questions of grade adaptation, correlation with other studies, and local limitations are carefully considered:

1. The teaching of color in the grades.
2. Free hand drawing and perspective.
3. Design.

1 hour credit.

11 4. Handwork for the Grades.

This deals with those forms of hand work which are practicable in the lower grades. The work is closely related to the course in Applied Art, and is developed from the grade work in Literature and History. It includes work in paper folding, card board construction, clay modeling, weaving, leather work and basketry. 1 hour credit.

A second section of this course will be given for those who may desire a more extensive course in handwork. Ten hours a week will be required and two hours credit given.

11 2. History of Art.

This course takes up the historical development of artistic expression, the lives and works of the great masters, with reference to the use of picture study in the Grades. 2½ hours credit.

PROFESSOR WHITCOMB

MR. PETRY, ASSISTANT

21a Mechanical Drawing.

The first part of the thorough elementary course in the subject. The student will make 18 plates dealing with the following subjects; use of instruments, lettering, geometrical problems, conic sections and orthographic projections.

Students must furnish instruments and paper. 18 to 20 hours a week. 3 hours credit.

21b Mechanical Drawing. — The second part of the course. Open to those who have had the first part or the equivalent. 15 plates are made embracing intersections, surface developments, isometric projections, sketching, working drawings, tracings, and blue printing.

18 to 20 hours a week. 3 hours credit.

ECONOMICS AND SOCIOLOGY

ASSISTANT PROFESSOR TODD

1a. Principles of Economics.

An introduction to the leading principles and practical problems of economic science. A survey is made of the forces underlying production and distribution, the causes that determine prices, money, monopolies, taxation, economic welfare, etc. Lectures, reading, and discussions based on Bullock's Introduction to the Study of Economics. 2½ hours credit.

1c. Economic Problems.

An intensive study as far as the time will permit of the chief current economic problems including the currency, money, and banking, corporations and monopolies, social and industrial reform. Lectures, select readings, and reports. 2½ hours credit.

2. American Politics.

For advanced students and teachers of civics and history, who desire a more intensive study of the principles underlying muncipal, state, and federal government. American government will be studied not only as to form and organization, but from the view point of (1) fundamental principles, (2) the actual workings and operations of local, state, and federal administration, and (3) the relation of the citizen to public affairs. Lectures, discussions, and readings, based on Ashley's Federal State. 2½ hours credit.

EDUCATION

PROFESSOR PARKER

11a. Principles of Teaching.

A concrete consideration of the bearing on actual school room

practice of the principles of habit, apperception, attention, interest, reasoning, individual differences, motor training, moral training, etc. Thorndike's Principles of Teaching will be used as a text. 2½ hours credit.

13 c. The Principles of Education for High School Teachers.

The work will center around a critical reading of "Youth, its Education, Regime, and Hygiene" by G. Stanley Hall. The chapters dealing with Industrial Education, Intellectual Education and School Work, and Social Phases of Education will be emphasized. Selections from Thorndike's Educational Psychology will be read parallel to some of Hall's chapters. Lancaster's Psychology and Pedagogy of Adolescence will be reviewed as a typical example of the investigations upon which the main text is based. 2½ hours credit.

12 a. History of Pre-Christian Education.

During previous summers courses dealing with educational movements and writers since the Renaissance have been given. This summer, education among primitive peoples and in Greece and Rome will be studied. Emphasis will be placed on the close r lation existing between education and social life under the comparatively simple social conditions in early Greece and Rome. The changes brought about in education by the changing social conditions will be traced. 2½ hours credit.

PROFESSOR DARST

n. Reading Circle Work in Pedagogy.

Recitations and discussions based on the text in Pedagogy adopted by the Ohio Teachers' Reading Circle for the coming year.

ENGLISH

PROFESSOR HEPBURN

4. Dramatic Poetry.

Lectures on the structure of the Drama, with an analytical study of two or three of the plays of Shakespeare. 2½ hours credit.

6. Narrative Poetry.

The study of several representative narrative poems, including Tennyson's Idylls of the King. 2½ hours credit.

ASSOCIATE PROFESSOR UPHAM

1 b. Composition and Rhetoric.

Parallel to the second or third term of Freshman English.

The rhetoric of the sentence, or of the paragraph. Weekly themes. 2½ hours credit.

7. The History of English Grammar.

The development of forms and syntax, with explanation of the various problems involved in modern idiom. Primarily for teachers, but valuable for the general student. 2½ hours credit.

8[d]. English Classics in the High School.

Discussions of the selection, arrangement, and methods of presentation of high-school classics. Critical study of the literary types involved. 2½ hours credit.

ASSISTANT PROFESSOR RICHARD

12a. Theory and Practice in Teaching Language.

Ideals and aims in the study and teaching of English. What is required of the teacher as to voice, manner, diction, elocution, etc. Story telling, conversation and story reproduction. Selection of material for reading, memorizing and declamation in the various grades. Reading in the primary grades. The teacher as interpreter. Illustrative treatment of selected lessons. Reading in the grammar grades. The sentence, the short paragraph and introduction of the outline. Composition, letter-writing, language lessons, grammar. A thorough study and discussion of the course in English below the high school as adopted in the public schools of some American cities. Examination of the high school course.

Aims, material, method, composition, criticism, oral discussion, versification. 2½ hours credit.

INSTRUCTOR————————

Grammar Review. Five hours per week. Two sections.

n 1. **Section one.**—A study of inflection, word analysis, concord, government, connectives, parsing or word construction and definition.

n 2. **Section Two.**—A study of sentence analysis, clausal and phrasal relation and construction, oral analysis and diagramming.

c. Rhetoric.

A survey of the principles of rhetoric for mature students.

LITERATURE

PROFESSOR DARST

n 1. English Literature.

A review of the entire field of English Literature with assigned

readings from the masterpieces, and special biographical studies. Any modern text will be useful.

ASSISTANT PROFESSOR RICHARD

n 2. American Literature.

This course will consist of a review of the History of American Literature with studies in the life and times of the principal American authors. Assigned readings from as many authors as time will permit, will be required.

FRENCH

PROFESSOR BRANDON AND ASSISTANTS

1. Elementary French.

This course will be divided as follows:

(a) Oral lessons based on the Gouin Series. Three hours per day.

(b) Elementary reading and oral reproduction. One hour per day.

(c) Grammar and Composition. One hour per day.

(d) Conversation and drill in pronunciation. One hour per day.

The courses may be elected as a whole, or one or more divisions of it may be taken separately. **No division will be given unless elected by at least five students.** Students who elect the entire course, give all their time to the subject and show aptitude for the study, may thereby prepare themselves for the second year college course in French. The work is largely on the laboratory plan, and the credit is figured at three-fifths of the class time. 9 hours credit.

French 2[d].

A special course for Summer Term students who have had one year of French. Reading and oral and written reproduction of simple texts may be taken by students in regular course as review, but without credit.

This course will not be given unless elected by six students. Five hours per week. 2½ hours credit.

GENERAL METHOD FOR THE UPPER GRADES

ASSOCIATE PROFESSOR FEENEY

11 c. Conduct of the Recitation in Upper Grades.

A study of the advantages and disadvantages of the various forms of recitations. American and German types. The Amer-

ican ideal. The art of questioning. Outside reading. 2½ hours credit.

n. Township School Organization and Management.

A discussion of some of the more prominent problems of the township school, including organization, daily program, relation of subjects, selection and use of material for instruction. Special attention will be given to unification of work with a view to economy of time and energy.

GEOGRAPHY

PROFESSOR HOKE

12b. Introduction to the Study of Regional Geography.

Through a study of relative position, climate, topgraphy, geology and world relations, in their broader features, a basis is developed for the division of the earth into great geographic provinces or "Major Natural Regions." By thus securing a world view of these major regions, their characteristics and relations, a great economy of time and effort on the part of teacher and student may be assured. A knowledge of the principles of physical geography will be necessary to follow the course with profit. 2½ hours credit.

13. Geographic Influences in American History.

A continuation of the course, Geographic Influences in the Old World History given in the summer 1907. 2½ hours credit.

n. Review Geography.

A rapid survey of the main geographic features of the coast and the processes to which they are due. While this course is intended primarily to assist teachers in their preparation for examination, yet the attempt is made to present the material in such a way that the student may gain an insight into the spirit of modern geography.

14. Spain. MR. BORING

A course of twelve lectures with assigned readings and reports on the social geography of the Spanish peninsula. 1 hour credit.

France. PROFESSOR BRANDON

A course of twelve lectures with assigned readings, dealing with the main geographic, economic, political, and educational features in the France of today. 1 hour credit.

GEOLOGY

ASSISTANT PROFESSOR BURKE

1. Physiography, Briefer Course.—A study of the origin, development and destruction of the various land forms. Discussion of the agents and processes involved.

Oceanography.—A study of the principles of Meteorology and Climatology, and their application to regional climates. For teachers of Physiography in High Schools. This course gives ample preparation to those wishing to prepare for the State examination in the subject. Lectures, class discussion, collateral reading and field work. 2½ hours credit.

2. General Geology, Briefer Course —A study of the forces at work on and in the earth. Structural phases of the earth's surface, and a brief history of the evolution of the North American Continent. The Glacial Period.

For teachers of Physiography and Elementary Geology in High Schools. Lectures, class discussion, collateral reading and field work. 2½ hours credit.

GERMAN

PROFESSOR HANDSCHIN AND ASSISTANT PROFESSOR LUEBKE

1. Elementary German.

This six-weeks' course is planned to cover the work of the first year of German. To take it successfully, the student will find it necessary to devote his time to it exclusively.

The course is planned to be taken as a whole, but any one or more divisions of the work outlined below may be taken separately. The credit for the complete course is 9 hours.

The work consists of the following:

a. Oral lessons based on the Gouin Series. Three hours per day.

b. Easy reading oral reproduction and conversation. One hour per day.

c. Grammar and Composition. One hour per day. All the exercises five days per week.

2. Sophomore German.

For second-year students. Reading and oral reproduction of fairly easy texts. Four hours per week. This course is recommended only to Summer School students. 2½ hours credit, or according to work done.

10. Teachers' Course.

A critical study of the methods of teaching modern foreign languages. Lectures, reports, discussions and practice teaching. Open to High School teachers of German or French and others properly qualified to do the work. Two hours per week. 1 hour credit.

11. Developement of the Modern German Novel.

A course for advanced students of German, and post-graduates. The course is made to serve as an introduction to the scientific methods of the historical and critical study of literature. Lectures, readings and reports. Two hours per week. 1½ hour credit or according to amount of work done.

Der Deutsche Verein is an organization of students and instructors interested in the study of the German language and literature and of German life and culture. Two meetings are held each month, on Thursday evenings. The programs consist chiefly of German conversation and singing of German songs. Advanced students, especially those preparing to teach German, and others who wish to keep up their knowledge of German, are invited.

HISTORY

ASSOCIATE PROFESSOR BRADFORD

1a. History of Medieval Europe.

The history of Europe from the fall of the Western Empire to the Protestant Reformation. Two hours of class room work each day. 5 hours credit.

3b. History of England.

From the earliest times to the accession of the Tudors. 2½ hours credit.

ASSISTANT PROFESSOR HERNDON

Institutional History.

A study will be made of the American Indians, as an expression of institutional life in its simplest form. A brief review of Oriental institutions will be given to establish a setting for a more thorough study of Greek and Roman institutions. The consideration of Feudalism, Chivalry and the Mediaeval Church will conclude the course. The relations of Geography and History will be emphasized. The work will be offered in two sections dealing with different periods so that those who take the first half of the work one summer may have a chance to complete it another.

11 a. Primitive through Greek. 2½ hours credit.

11 b. Roman and Mediaeval. 2½ hours credit.

12 c. The Teaching of History.

The aim and value of history in elementary education, together with courses of study, suggested by prominent educators of our day, will be considered. A study of the present trend in the teaching of history and approved methods of instruction will conclude the work of the term. 2½ hours credit.

INSTRUCTOR ————.

13. American History.

An advanced course on some selected period of American history. 2½ hours credit.

n 1. Colonial History.

A review of the most important events and movements of American History to the close of the Revolution.

n 2. United States History.

A thorough review of the most important features of United States History from 1789 to the present time.

LATIN

Special attention is called to the enlarged scope of the work of the Latin department. The plan as outlined in the courses below enables a student to complete any year of High School Latin either (1) in the Teachers' Special Term of twelve weeks or (2) in two summer sessions.

To do this, classes recite daily the first six weeks and twice a day during the summer session. Students enrolling for courses meeting twice a day, must not register for much other work.

The following are the courses to be given, beginning with the Teachers' Special Term and running throughout the summer session, as a 2, b 2, c 2, etc., below.

a 1.—Beginning Latin. Hale's First Latin Book.

b 1.—Caesar's Gallic Wars, with Prose Composition.

c 1.—Cicero's Orations, with Prose Composition.

d 1.—Virgil's Aeneid.

One recitation daily first six weeks. Two recitations daily summer session. See a 2, b 2, etc., below.

COLLEGE LATIN

PROFESSOR WILDMAN

1. Odes of Horace.

A course in Horace's Odes will be given adapted to students who are reading the odes for the first time as well as to those who are somewhat familiar with them. Besides the reading and interpretation of selected poems, there will be talks and discussions on poetry equally valuable to teachers of English literature. 2½ hours credit.

12. Course for Teachers.

This will consist of a series of readings from Cicero and Virgil. Three or four of the Orations will be read with comments chiefly pertaining to style and interpretation. After a careful analysis of an oration it will be read at one sitting with as much of the spirit and fire which the content calls for as is possible. The same plan will be followed in the handling of of two or three books of Virgil's Aeneid. The aim of the course is to add freshness and interest to these classics which have the misfortune to be read every year with immature students, thereby losing for the teacher some of their emotional power. The course is designed for teachers of Latin. Those however, who are not familiar with Cicero and Virgil will find in this course an opportunity to gain an inteligent acquaintance with these authors. 2½ hours credit.

PREPARATORY LATIN

PROFESSOR DE WITT, ASSISTANT PROFESSOR HADSEL

a 2.—Advanced Beginning Latin. Hale's First Latin Book.

b 2.—Caesar's Gallic Wars, with Prose Composition.

c 2.—Cicero's Orations, with Prose Composition.

d 2.—Virgil's Aeneid.

Two recitations daily. For each of these courses in connection with Latin a 1, b 1, c 1, or d 1, begun at commencement of Teachers' Special Term or taken the preceding summer, a year's credit in preparatory Latin is given. **Students ranking Freshmen without conditions will receive college credit for the Virgil course.**

The following courses are designed for those wishing to complete a year's Latin in two summer sessions. One recitation daily.

a 1.—Beginning Latin. Hale's First Latin Book.

b 1.—Caesar's Gallic Wars, with Prose Composition.

c 1.—Cicero's Orations, with Prose Composition.

d 1.—Virgil's Aeneid.

MANUAL TRAINING

PROFESSOR F. C. WHITCOMB

MR. PETRY, ASSISTANT

The following courses offer opportunities for those who wish to prepare to teach or supervise manual training in grades five to eight of the elementary schools and in high schools. They also give teachers, principals or superintendents a chance to become acquainted with the different kinds of educational handwork.

Two courses are offered in manual training or handwork for the lower grades. A description of these courses is found under the head of "Drawing."

By taking three of these courses students may devote their entire time to this kind of work.

12. Woodworking for Upper Grades and High School.—An elementary course in bench work in wood.

Designs and working designs precede the work in construction. A full bench equipment of tools used. Fee for material 50 cents. Two conferences and fifteen hours shop work each week. 3 hours credit for six weeks course.

14. Woodworking for Intermediate Grades.

The first part of the course considers problems which can be worked out in the regular class room with little equipment. The latter requires a simple bench equipment. Simple drawings made. Fee 50 cents. Two conferences and two hours shop work each week. 3 hours credit.

16. Materials, Tools and Methods.

Course begun in Teachers' Special Term (see description there). Students may enter this course at the beginning of the Summer School and take the first part of the course at another time. 3 hours credit for the six weeks.

17. Furniture Design and Construction.

Also begun in Teachers' Special Term. Students who have had course 12 or its equivalent, may enter this course at the beginning of the Summer School and take the other part of the course later. 4½ hours credit for the six weeks.

19. Wood Turning.

A comprehensive course dealing with the problems usually considered in such a course. Fee $1.00. Seventeen hours turning each week. 3 hours credit.

MATHEMATICS

PROFESSOR HALL

1a. College Algebra.—The customary college course, including the theory of equations, determinants, series, etc. Six hours a week. 3 hours credit. The equivalent of the algebra part of Liberal Arts course Math. 1a. Text, Hawkes' Advanced Algebra. Prerequisites, plane geometry and a present working knowledge of algebra through quadratics.

1c. Analytic Geometry.—The usual college course, including a study of coordinate systems, the loci problems, and the properties of conics. Twelve hours a week. Must be elected as a "double course", and the student may elect only one additional course. The full equivalent of the analytics part of Liberal Arts course Math. 1bc. Text, Smith and Gale's Introduction to Analytic Geometry. The course must be preceded by trigonometry and its prerequisites.

a. Rapid Review of High School Algebra.—A treatment of the whole of elementary algebra through quadratic equations, ratio, logarithms, etc., designed especially for those who have previously pursued the subject and desire a comprehensive view of the principles and logic of algebra together with a review drill in algebraic processes. Text, Tanner's High School Algebra. The course begins May 11, covering chapters I-X during the first six weeks and chapters XI-XXII during the summer term.

ASSOCIATE PROFESSOR FEENEY

Mathematics 11a.—The teaching of Elementary Mathematics. A brief history of the teaching of elementary mathematics with discussion of present practice and of the proper place of arithmetic, algebra and geometry in the grades. Papers on assigned topics. For upper grade teachers, principals and superintendents. Text, Smith's The Teaching of Elementary Mathematics. Readings from McLellan and Dewey, Brooks, Cajori, Conant, Gow, etc. 2½ hours credit.

ASSISTANT PROFESSOR FINCH

1b. Trigonometry.—The fundamental principles and theorems with their application to analytic reductions and the solution of plane triangles and various geometric and physical problems. Six hours a week. 3 hours credit. The exact equivalent of the trigonometry part of Liberal Arts course Math. 1ab.

Text, Hall and Frink's Trigonometry. Prerequisites, a working knowledge of algebra through quadratics and of plane geometry.

a 2. **Algebra Continued.**—This course is a continuation of that begun May 11, and includes fractions, simple equations, simultaneous equations, involution, and evolution. Text, Slaught and Lennes' High School Algebra.

b 3. **Plane Geometry Continued.**—Books III, IV, and V of Wentworth's text.

c 1. **Solid Geometry.**—Books VI, VII, and VIII of Wentworths' text.

MISS HOUSER

a 1. **Algebra Beginning.**—This course will comprise the fundamental operations, factoring, and fractions. Text, Slaught and Lennes' High School Algebra.

a 3. **Algebra Advanced.**—This course will cover the theory of exponents, radicals, and quadratic equations. Text, Slaught and Lennes' High School Algebra.

b 1. **Plane Geometry Beginning.**—Books I and II of Wentworth's text.

INSTRUCTOR ————.

n 1. **Arithmetic, Mensuration.**—A study of the relations involved in the measurement of surfaces and solids with solution of numerous problems. Square and cube roots.

n 2. **Arithmetic, Percentage.**—A study of the business conditions under which arise problems in insurance, stocks, commission, etc., with solution of problems.

MUSIC

INSTRUCTOR ————.

11. Course for Elementary Teachers.—First steps in singing. Scale, staff and key drills. Key signatures. Tone lengths. Intervals. Notes, measures and signs of simple notation. Rythmical exercises. Dictation work. Absolute pitch. Intermediate tones. Key names and key relationship. Minor modes and forms. Practical book work. Special attention is given to voice and ear training, breath control, tone formation, voice placing, phrasing and expression in school singing. Credit according to amount of work done.

Courses for special teachers of music will be arranged if there is sufficient demand.

Private instrumental and vocal lessons are also given. The tuition is arranged with the instructor.

NATURE STUDY AND ELEMENTARY AGRICULTURE

PROFESSOR DAVIS

11. Nature Study.—Consideration of problems and methods of the subject with particular reference to country and village schools. Practical illustrations, chiefly birds and insects, will be taken from the natural and industrial environment of Oxford. Lectures, discussions, field and laboratory work. 2½ hours credit.

12. Elementary Agriculture.—Factors of plant nutrition and growth, including special attention to soils and their improvement. Use of Government publications. Lectures, discussions, field and laboratory work. 2½ hours credit.

n. Physiology.—A course in text book physiology meeting five days a week will be offered. Such demonstrations and experiments as can be shown before a class to advantage will be used.

PHYSICAL CULTURE

DIRECTOR HOOPES, MRS. HOOPES

For women there will be a course in Swedish theory, free work for the school room, and games adapted to school-room and play-ground.

For men there will be courses in athletics, free gymnastics, light apparatus work and games suitable for the school room and the play-ground.

PHYSICS

PROFESSOR CULLER

a 1. Elementary Physics.—Four recitations per week and three laboratory periods of three hours each. Text book, Culler's Physics. The aim will be to complete the work in two summer terms.

a 2. Elementary Laboratory Physics.—Special provision will be made for those who have not had opportunity to do the laboratory work in physics required for admission to Freshman class, but have had a thorough course in the text.

For both of the above courses the applicant should be well grounded in algebra and geometry.

12. Physical Nature Study.—Text, Culler's First Book in Physics. This work will consist of lectures on methods of present-

ing the subject, and detailed directions for making and manipulating apparatus and experiments. It is a course in physical nature study and applies directly to the teaching of geography, physiology, hygiene and kindred subjects. Work complete in six weeks. 2½ hours credit.

PUBLIC SPEAKING

DIRECTOR GATES

11. Public School Reading.—Two hours a week will be devoted toward an easy and untiring use of the voice in the schoolroom and in the reading recitation. Three hours a week will be given to the study of selections used in the grades, lectures on methods of study, and criticisms of reading done in the class. 2½ hours credit.

1[a]. Reading.—Exercises from the common styles of literature. Study and exercise in the full assimilation of the thought of the page, visualizing, etc. Pronunciation and correction of faults. This corresponds to the first term of Public Speaking [1] in the College of Liberal Arts. 2½ hours credit.

SCHOOL ADMINISTRATION

PROFESSOR MINNICH

12. School Organization for Upper Grades of Elementary Schools.—Course of study, selection and distribution of material, adjustment of classes, school room hygiene, school law. 2½ hours credit.

SPANISH

MR. BORING

MISS EDNA ROBINSON, ASSISTANT

1. Elementary Spanish.—This course will be divided like French 1[d] as follows:

(a) Oral lessons based on the Gouin series. Three hours per day.

(b) Elementary reading and oral reproduction. One hour per day.

(c) Grammar and composition. One hour per day.

(d) Conversation and drill in pronunciation. One hour per day.

This course is recommended to teachers who intend to go to Porto Rico or the Philippines. In (d) the aim will be to familiarize the student with the language of every day life. Students who

elect this course as a whole devote all their time to it. A part of the course only may be elected if the student is properly prepared. On the satisfactory completion of this course a student will be permitted to enter the regular second year College Course in Spanish. 9 hours credit.

TRAINING

PROFESSOR LOGAN AND ASSISTANTS

Two plans of work in Training will be offered for the summer of 1908: the first for teachers who desire to make a rapid survey of methods and devices adapted to the needs of the elementary grades; the second an intensive course covering the regular Freshman work in the Normal College.

The latter course is especially recommended to those who have taken the work in Training in previous summers and to those students who are candidates for the diploma granted to graduates of the Ohio State Normal College.

I. General Courses.

10 1. **For Grades I and II.**—The subject matter of language and reading will receive attention. The values of presentation of myths, poems and stories by developing, telling or reading will be discussed. Modes of reproduction, dramatization, making, etc., will be considered. Correlation of number, writing, hand work, and other modes of expression will be discussed. ⅔ hour credit.

10 2. **For Grades III and IV.**—Materials will be suggested for the content side of reading, language and geography. Modes of presentation will be discussed. Programs will be planned. ⅔ hour credit.

II. Intensive Courses.

Lesson plans will be prepared by the students for the first four grades of school work on the subjects usually found in the program. The basis of these will be the demands of the growth of the child. Under this head there will be discussions of the following topics:

1. Choice of material.
2. Arrangement of material.
3. Methods of presentation.
4. Relations of School Subjects to material.

Arrangements will bemade to include also an intensive study of Music necessary for an elementary teacher.

As the content of the above is based on the work given in Institutional History there will be two sections of students. Any student completing both will be given credit for the year's work in Training. The course will therefore be divided as follows:

11 a. Environment.—Comparison of child's home, dress, education, play, religion, with those of primitive peoples, the Indian, Aryan, Greek. 1½ hour credit.

11 b. Socialization—As afforded by comparison of study of family life of child and that of early Teuton; centralization by study of the Roman building of bridges, roads, walls, aqueducts etc. 1½ hours credit.

These two sections afford rich material for the content side of the reading, geography, language and arithmetic in the elementary grades.

n. For township teachers, and teachers who have several grades in same room. 1. For Grades I to IV.—This course will consist of methods and material in township schools. Model lessons, grouping of classes, problems of the small classes, methods in reading, writing, number, work, language.

MODEL SCHOOL

A model school, in which the special method of the Training Department will be illustrated, will be in session every forenoon. This school will be conducted by critic teachers and will present daily the model lessons for the first four grades.

TEACHERS' SPECIAL TERM.

May 11 to July 31, Twelve Weeks.

The Teachers' Special Term is designed to accommodate teachers whose schools close early in May.

As far as possible the courses are arranged to offer opportunities for those desiring to do advanced work and for those preparing for professional, elementary or high school certificates and for State certificates.

Most of the courses beginning May 11th will be twelve week courses, continuing through the Summer Term.

COURSES OF INSTRUCTION

Botany 6.—Course in Plant Ecology and Physiology.

A first course, designed for teachers in the grades and high schools, and planned to give a good knowledge of the physiology and structural adaptation of plants and their tissues and organs. Five class periods and six hours in the field or laboratory each week. 7 hours credit.

Chemistry 1a.

General Chemistry. Text, McPherson and Henderson Inorganic Chemistry and McPherson's Laboratory Manual. Five hours recitation and four three hour laboratory periods. Class beginning May 11, will complete the course in Freshman Chemistry by end of summer term. All students who have had no chemistry should enter this course May 11. Laboratory fee $4.00. Deposit to cover breakage or apparatus $2.50. 9 hours credit.

Physics a.

Course in elementary physics beginning May 11, consisting of five recitations and three laboratory periods each week. Text, Culler's Physics. Course completed in 12 weeks. Applicants should defer this work until they have had a good course in elementary algebra and geometry.

Elementary Agriculture 11a.

This course is arranged especially for teachers of grammar or high schools in rural communities. Methods of work, equip-

ment,literature of the subject will be given in addition to a regular laboratory course in plant propagation. 2 hours lectures or recita tions. 3 hours laboratory a week. Credit according to the amount of work done.

Geography n.—Review Geography.

A rapid survey of the main geographic features of the coast and the processes to which they are due. While this course is intended primarily to assist teachers in their preparation for examination, yet the attempt was made to present the material in such a way that the student may gain an insight into the spirit of modern geography. Five hours per week.

Latin.

Special attention is called to the enlarged scope of the work of the Latin department. The plan as outlined in the courses below enables a student to complete any year of High School Latin either (1) in the Teachers' Special Term of twelve weeks or (2) in two summer sessions.

To do this, classes recite daily the first six weeks and twice a day during the summer session. Students enrolling for courses meeting twice a day, must not register for much other work.

The following are the courses to be given, beginning with the Teachers' Special Term and running throughout the summer session, as Latin a 2, b 2, c 2, etc., see page 20.

Latin a 1.—Beginning Latin. Hale's First Latin Book.

Latin b 1.—Caesar's Gallic Wars, with Prose Composition.

Latin c 1.—Cicero's Orations, with Prose Composition.

Latin d 1.—Virgil's Aeneid.

One recitation daily first six weeks. Two recitations daily summer session.

Literature n.

History of English and American Literature with study of life and times of chief authors, and such readings from masterpieces as time will permit.

A survey of the principles of rhetoric for mature students.

Manual Training.

By devoting their entire time to manual training during the twelve weeks of this term, students may make eighteen to twenty hours credit and be sufficiently prepared to make a beginning toward teaching the subject.

The Department of Manual Arts has more calls for Manual

Training teachers than it can supply and the demand is increasing every year.

12 Woodworking for Upper Grader and High School.

An elementary course in bench work in wood. Designs and working drawings precede the work in construction. A full bench equipment of tools used. Fee for material 50 cents. Two conferences and fifteen hours shop work each week. 3 hours credit for six weeks.

16 Materials, Tools and Methods.

The following topics are considered:

(a) Structure and defects of wood; (b) Special study of woods adapted to manual training purposes; (c) The forest and lumbering; (d) Processes of construction; (e) Study of tools; (f) Wood finishing.

One hour lecture and two to three hours readings, reports and a week. 6 hours credit for the twelve weeks course.

17 Furniture Design and Construction.

The principles of design as applied to the construction of furniture studied. Each piece of work is designed and a working drawing made before it is constructed. Simple decoration used on some pieces. A study is made of different styles of furniture. Course 12 or the equivalent is prerequisite to this course. Fee $3.00. Conferences, readings, drawings and shop work 25 hours each week. 9 hours credit for twelve weeks.

Psychology.

A beginning course in psychology. To run six weeks. Five hours a week. 2½ hours credit.

History.

A survey of the salient features of Greek and Roman History and an outline covering the history of Western Europe from the fall of the Western Empire to the Protestant Reformation. The recitations will consist of outlines, class discussions, reports and papers on special topics. Five hours a week, 2½ hours credit for first six weeks. Continued in the Summer Term as History 1, the History of Western Europe. 5 hours credit for summer term.

Geometry.

Plane Geometry, Books I and II of Wentworth's Plane Geometry, with special attention to the solution of original exercises. Corresponds to Mathematics b 1. Gives entrance credit.

Solid Geometry.

For beginners or those who have had some previous work.

Algebra.

1. Rapid review of good High School text.
2. Course for beginners.
3. Course for those who have had at least one term's work.

This course will comprise the following topics: Radicals, Quadratics, Binomial Theorem, Logarithms. Other subjects will be given, if a majority of the class wish them.

Music.

Rudiments of music for teachers desiring to prepare in public school music.

Drawing.

Public school drawing, blackboard and free hand work.

Other Courses.

Other courses in common branches will be offered.

Address all communications regarding Summer Term, Teachers' Special Term and Teachers' Course to

H. C. MINNICH,
Dean Ohio State Normal College.

GUY POTTER BENTON,
President of Miami University.

3 0112 105657685